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ABSTRACT

This report examines parents' goals for secondary education through an interview according to the range and content of his/her goals and needs, the hierarchical structure of the categories of these goals, and the priorities he/she established among the goal categories. Three separate studies (N=19; N=20; N=81) were conducted in order to refine and develop the interview instrument. One purpose of the research was to determine if parents of heterogeneous background, who have children of high school age, have specific goals for the education of their children, and if these goals could be elicited during an interview. Parents consistently expressed concerns in the following areas: vocational education and basic education--reading, writing, and mathematics; development of self; necessity of preparing students to cope with the practical aspects of adult life; development of social skills; development of civic responsibility; and the training, qualifications, and classroom methods of teachers. An assessment of the content of the goal statements suggests that parents' goals for secondary education are based on their own experiences as well as those of their children. (Author/PC)

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Conflict and Consensus Among Parents about Goals for High School Education[1]

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In recent years consumer attention has directed itself toward educational services. This increased attention has been manifested in the public's concern for "relevance" and in many popular writings. Fortunately, professional educators have reciprocated by focusing their attention upon the concerns of their clientele (parents, students, professionals).

One indication of the educators' increased concern has been the rapid assimilation of the concept of accountability into educational circles. This assimilation points up the movement to make school systems more directly responsive to their clients and communities (Barro, 1970). Moreover, the establishment of decentralized community control and the introduction of consumer choice through voucher systems reflect a concern for the consumers of educational services (Barro, 1970).

A basic systems view of education suggests that educational decision-makers must be made aware of client goals. Certainly, inappropriate process decisions and/or product decisions can result in the restriction of input sources. Being responsive to a client or providing the client with a

choice of goals, however, necessitates an awareness of the client's frame of reference (needs and/or goals).

Since educational institutions must develop some understanding of their constituencies' goals for education, there are three assumptions inherent in the intent for devising a method of eliciting their goals. These are:

1. The constituencies (parents) have goals for education and these goals can be elicited.
2. The goals may vary widely from group to group, from person to person, or the goals may be identical for all groups.
3. The possibility exists that parents may have some goals of which professional educators are not aware. (Blackwell, 1973)

In addition to these concerns, a system for establishing goals should be unbiased and provide comprehensive information for both micro- and macro- level decision makers.

In an attempt to develop such a methodology for eliciting goals for education, three research studies under the auspices of the National Institute of Education were undertaken in Albuquerque, New Mexico.(See appendix #1 for characteristics of the city).

This methodology has attempted to elicit and articulate the consumers' (parents') goals for education. The methodology developed went beyond the articulation of goals to

> ...allow each parent...to be profiled according to the range and content of his/her goals and needs...the hierarchical structure of the categories into which he/she placed these needs (goals) and the priorities he/she established among the goal categories (Blackwell, 1973).

In response to these considerations, the following four components have been incorporated into the methodology: 1) elicitation, 2) simplification, 3) categorization, and 4) prioritization (Hill, 1973).

This paper will discuss the instrumentation, reduction, and preference components of the elicitation process. More specifically, the paper will include the following: 1) a brief review of the evolution of the interview instrument and the related problems of unbiased and comprehensive data collection; 2) a brief statement concerning the initial data reduction process; and 3) the preference data and other preliminary substantive data.

Respondents

Three separate studies (N=19; N=20; N=81) were conducted, each being used to refine and develop the methodological procedures. Table 1 presents the order of the stages for the three studies.

PLACE TABLE 1 ABOUT HERE

The general procedure for each study was to select and train interviewers, select respondents, and conduct the elicitation interview. The interviews were then transcribed and goals pulled from each. Redundant goals were eliminated ("reduction") and the remaining goal statements were numbered, typed, and then printed on 1½ x 8½ cards. These statements were taken to the respondents who were asked to select the goals with which they agreed, disagreed, or felt neutral toward.

Respondents for each of the three studies were parents of children between the ages of twelve and twenty who were attending, or had attended within the last two years, an Albuquerque junior high or high school. Each respondent lived within the Albuquerque metropolitan area. All respondents were paid $2.00 per hour. Respondents were selected by a stratified probability sample. Stratification for the first two studies was carried out by high school district, of which there are nine in the city. For the third study, stratification was carried out by school district and by estimated education level of the parents within the school districts, shown in Table 2.

PLACE TABLE 2 ABOUT HERE

Respondents for the first two studies were limited to parents who had an education of twelfth grade or less and a

family income of $7500.00 or less. No restrictions were imposed for the third study (N=81), other than the district and education stratification.

Income for the first and second studies ranged from below $3000 to $7500; for the third, incomes ranged from below $3000 to above $15000. Five families were on welfare. Education for the first two studies ranged from the fifth to the twelfth grade; for the third study, from the first grade (functional illiterate) to Ph.D. (three) and M.D. (one). Seven interviews were conducted in Spanish as those respondents spoke little or no English. There were 78 women and 33 men in the three studies; ages ranged from 27 to 59 and number of children in the family ranged from one to ten. There were 68 white respondents, 9 Black respondents, and 44 Mexican-American respondents.

Instruments

One purpose of the research was to determine if parents of heterogeneous backgrounds, who have children of high school age, have specific goals for the education of their children and if these goals could be elicited in an interview. The interview instrument, which was to provide the data base (goal statements) for subsequent stages, was crucial to the success of the research. The interview questions had to be meaningful to the respondents, providing them the opportunity

to state those goals comprehensively.

The assumption was made that goals are not completely idiosyncratic and that even if a respondent's entire range of goals were not elicited in the interview, subsequent interviews with other respondents would allow his/her range of goals to be completed. The breadth of the content of the goals was critical, consequently the instrument had to have a question which would allow respondents to state anything of concern to them regarding education. The further assumption was made that the pool of goals generated would allow any respondent to be represented within it (Hill, 1973); this is not to imply that the entire pool would necessarily represent any one respondent.

The problems raised by this procedure included those statements which were contributed by some, and which other respondents did not mention. The possibility arose where a respondent could disagree with or feel neutral toward any statement not mentioned by himself. This problem was handled by allowing respondents, after reduction was completed, to agree or disagree with, or to remain neutral toward the entire pool of statements.

There were several other areas to be considered for the elicitation stage. Interviewers were selected; for the three studies, four interviewers were Mexican-American, and one was

Navajo, and three were Spanish-speaking. An active attempt was made to employ at least one Black, but the sole applicant refused the position. Four two-hour sessions were scheduled to train the interviewers. Most of the time was spent on interviewing techniques such as initiating the interview, asking questions, and probing and prompting. One session was spent on sampling, one on administrative responsibilities (forms and record keeping), and one session was spent in role-playing.

Interviews were conducted in the respondent's home and were tape-recorded with the respondent's permission. Interviewer comments concerning the elicitation interview included:

"Very interested, pleasant woman. Thoughtfully answered questions with deliberation and seriousness." "I found it difficult to 'get' him to elaborate without influencing his response, so rather than risk influencing his opinions, I did not push for detail." "Mrs. A was a little 'mike-shy,' but she warmed up as time went on." "Mrs. B seemed quite interested in the interviews and in having the opportunity to talk about public school education." "Mrs. C is very proud of her children and is very interested in what the schools are doing. She had prepared for this interview and had much to say." "Very obviously disappointed in the whole educational system."

Four instruments were used in the first study, each one with five respondents. Broad, general questions were asked concerning education and specific questions concerning the

respondent's child or children were also included. Three of the instruments were oral, open-ended, conversational interviews, and the fourth was a written instrument.

One of the oral instruments was unstructured, asking questions such as:

> I'd like you to tell me exactly what you think_____high school should be -- and should not be -- doing for your child/children.
>
> What do you think the high school your child/children goes/go to should be trying to do?
>
> What would you expect your child/children to be able to do when he/she/they finish high school?

The probe of "Why?" was used for each question. This instrument proved to be the least successful in the number of responses and the number of original goals elicited. (An 'original' goal was one elicited only by that instrument.) An average of 8.75 goals per respondent was elicited, with 4 original goals.

The second oral instrument asked questions concerning what the respondent wanted the schools to do in order to give his/her child an opportunity for a happy adult life. Questions included:

> We want you to tell us what the learning experiences are that could make your child happy -- some type of training, environment, experience, discipline, or learning that could help him obtain happiness. Let's start by listing anything that would make (name of child) happy today or in the future.

> Let's list things that are an investment -- learning experiences you would like your child to have so that some day in the future he/she will be happy.

The probe of "Why?" was used for each question. An average of 9.2 goals per respondent was elicited, with six being original.

The third instrument had a written format which required written replies from the respondents. It asked questions such as:

> Is there anything that is being taught at the high school that you don't like?
>
> What is the school doing that you think is really good for your child?
>
> What do you believe the high school in your neighborhood should be trying to do?

This instrument obtained an average of eleven goals per respondent, with eight of them original. However, as this instrument was difficult for most respondents (three of five respondents asked the interviewer to write their responses) it was decided to eliminate a written instrument for the second study.

The fourth instrument was oral and asked such questions as

> What do you think about_____high school?

followed by prompting questions such as: Can you think of anything else? Is there anything the school isn't doing? Is there anything you don't like? do like?

> If you could establish a perfect high school here, what would it do?

followed by prompting questions such as: What courses? Is there anything special you'd like your child to learn? What about discipline?

> What do you expect your child to be able to do when he/she finishes school?
>
> What should the school do to get him/her ready?
>
> Are there any specific things your child should learn?

This instrument obtained an average of 19.2 goals per respondent, with 12 original goals.

For the second study one oral instrument with 26 questions was used. Following an analysis of the four instruments used in the first study, the "best" questions, determined by the number of goals elicited, were selected from each instrument. The sequence of questions in the new instrument began with a general question concerning the perfect school, then continued with a question concerning the role of the school in preparing the child for a happy adult life, and from these to specific questions concerning the respondent's child's courses. At this point a series of questions of the type, "Have you said all you wanted to about...?" were asked, and then questions were asked concerning the parent's desires for the future of his/her child, and the community's involvement with the school. An analysis of the interview by question showed the most

successful question, again determined by the number of goals elicited, to be the first one, which asked the parent to set up a perfect school. The second most successful one was the question concerning the child's course work.

For the third study, the series of specific questions (Have you said all you wanted to about...?") was placed at the end of the instrument, as a summary series. An analysis of the questions showed that, again, the question which elicited the most responses was the first one, dealing with a perfect high school: 508 responses, with 209 of the 450 goals being mentioned. Sixty of these were unique. (A 'unique' item is one which was elicited by that question only and not by any other question in the interview.) The second most productive question was #2: "What do you think would be some good things for a school to offer in order to give children the best chance of happy lives when they are grown up - anything at all that could lead to a satisfactory kind of life?" The number of responses was 192, with 115 of the 450 goals being mentioned. Twenty-five of the 115 goals were unique. The third question, "Are there any courses that (child's name) takes, that you think are especially good for him/her, or, on the other hand, that you don't think are right for him/her?" This question elicited 163 responses, 82 of the 450 goals, with 18 goals being unique. The rest of the questions elicited from 2 to 78 responses, and from 2 to 59 of the 450 goals.

Reduction

It was anticipated that several parents would have the same goals. The original intent was simply to reduce the number of elicited statements by having one statement represent highly similar statements which had been elicited. However, due to the sheer number of statements, this process was inadequate. Thus, a second reduction stage via category labels was incorporated into the methodology.

After the first elicitation had been completed, all tapes were transcribed. Each interview was then read and specific goal statements were extracted. Every goal statement was formulated as a proposition, i.e. schools should do (promote or encourage, or not do)..."Goals can range from explicit behavioral objectives to more diffuse and general hopes about affecting life styles and values" (Hill, 1973). The extraction process was completed by two investigators, working separately. All goals were transcribed on a 4 x 6 index card and coded according to respondent (R), interviewer, number of question eliciting the goal, R's education level and school district. The two lists were then compared. If a discrepancy arose, interviews were read a third time to ensure an accurate recording of both wording and intent of the respondent's goal.

In the first study a problem arose due to the use of the respondent's exact words in the goal statement(s). Although clear in the context of the interview, the statement alone

was often not clear. Therefore, in the second study, it was decided to change the wording, if necessary, to eliminate ambiguity, while attempting to retain the original meaning.

Many of the statements contained two thoughts. For example:

> Parents should be notified about a discipline problem and allowed to handle it themselves.

In the first study, compound statements were unaltered. In the second and subsequent studies, however, compound statements were broken into two separate statements. Thus, the sentence above would become:

> a. Parents should be notified about a discipline problem concerning their children.
>
> b. Parents themselves should be allowed to handle a discipline problem concerning their own children.

Several goal statements were negative, such as "Sex education should not be taught." In the first study such statements were unaltered. Respondents found it difficult to react to the negative statement; so, in the subsequent studies all statements possible were stated in the positive form. (A statement such as "There should not be any discrimination in the schools" was left in the negative.)

Since several parents had stated the same goal (<u>identical</u> in meaning with similar wording), the first reduction consisted

of having one statement represent the pool of identical statements.

Following this reduction, there were several instances in which two to ten statements expressed the same thought. For example:

a. All students should learn the basics, such as reading and writing.

b. All students should learn to read and write.

c. Basics, such as reading and writing, should be taught.

d. There should be more stress on reading.

e. Students should be taught to write properly.

f. Students should know the basics -- reading and writing -- when they graduate.

It was decided that goals such as those in this group could be reduced to one statement: The basics - such as reading and writing - should be taught.

In the first study, an in-house list of 27 category labels was devised. These included such topics as: teacher-student interaction; parent-student interaction; college prep; vocational training; guidance; home/crafts; sports/recreation; and self concept. Goal statements were then placed under the appropriate label by three investigators. When similar statements were placed under the same heading they were reduced to one statement. If similar statements were placed under different headings, they were not reduced, employing the rationale that

different distributions indicated that the statements did not, in fact, actually have the same meaning.

For example, the following two statements

a. Schools should be less crowded

b. Schools should have fewer students.

were reduced to "Schools should be less crowded," but the statement, "Rooms should not be so crowded," was not included in the reduction.

The second study used 56 category labels, while the third study utilized 154 category labels. Using this process, the 205 goals elicited in the first study were reduced to 99 goals. In the second and third studies 437 goals and 1552 goals were reduced to 228 and 450 goals respectively.

Preference Stage

Following the final reduction (placement under category labels) of statements the wording of each one was finalized. The statements were then numbered and typed. Then each statement was printed, on a 1½ x 8½ card. In the first study, a set of statements consisted of all 99 statements. In the second and third studies, the sets consisted of 228 and 450 statements, respectively. These sets were then put into random order. The interviewers took one set to each respondent who read each statement, and told the interviewer whether he agreed with it, disagreed with it, or felt neutral toward it.

Results

First Study. Nineteen respondents were interviewed. A total of 205 goal statements resulted from these interviews. The number of goal statements elicited per respondent ranged from 3 to 27. The mean was 10.79. Following the reduction procedures the total was 99.

From five white respondents the mean of goal statements was 12.00; from five Blacks, a mean of 10.20; and from nine Mexican-Americans, a mean of 9.44. The mean of goal statements from seven men was 12.14, and from twelve women, 9.25. The number of goals per school district ranged from 7.00 to 27.00.

Table 3 presents 23 of the 99 goals, with frequency counts for ethnic groups, sex, and income groups.

PLACE TABLE 3 ABOUT HERE

Second Study. Twenty respondents were interviewed. These interviews produced a total of 437 goal statements. The number of goal statements elicited per respondent ranged from 4 to 44. The mean was 21.85.

Following the reduction procedures, there remained a total of 228 goal statements. Of these, a mean of 25.17 goals came from six white respondents; from three Blacks, a mean of 22.00; and from eleven Mexican-Americans, a mean of 15.91.

From nine low education respondents the mean of goal statements obtained was 14.11 and from eleven high education respondents, a mean of 24.09; from six men a mean of 22.00 goal statements, and for 14 women the mean was 18.57. The number of goals per school district ranged from 5.00 to 35.00.

Table 4 presents 38 of the 228 goal statements, with frequencies for ethnic groups, education level, sex, income and age groups.

PLACE TABLE 4 ABOUT HERE

Third Study. Eighty-one respondents were interviewed; from these interviews came a total of 1552 goal statements. The number of statements elicited per respondent ranged from 4 to 46, giving a mean of 19.16 per respondent. Following reduction procedures, a total of 450 statements remained.

From 57 white respondents the mean (of goal statements) was 21; from two Blacks, a mean of 6; and from twenty-two Mexican-Americans, a mean of 14.23.

Thirty-nine low education respondents (determined by median education level of school district) produced a mean of 15.74 goals, while 42 high education respondents produced a mean of 21.62. The mean of goal statements from 39 men was 16.95, and from 42 women, 19.39. The number of goals per school district ranged from 14.78 to 22.00.

There were essentially no differences in the number of goals elicited per age groups (25-35 = 19.25; 36-44 = 19.85; 45-55 = 18.00) with the exception of one person in the 55+ group who had six goals.

Table 5 presents 71 of the 450 goal statements, with frequencies for ethnic groups, education level, sex, income and age groups.

PLACE TABLE 5 ABOUT HERE

Discussion

Some consistent goal patterns emerged from these interviews. One was the concern about vocational education. For example, 100% of the parents in the first study agreed with the statement, "Schools should offer better vocational training." 66.6% of the parents in the second study agreed with the more specific statement, "High schools should offer all kinds of vocational training for boys and girls." In the third study, 89.39% agreed with the statement, "Students should be able to get on-the-job training." This is indicative of the parents' concern with vocational education. In the third study, every interview had some specific goal connected to the topic of vocational education - from "Girls should be trained so that they have an occupation they can fall back on if necessary" (78.79% agreed) to "A school should

emphasize vocational training rather than college preparation" (22.73% agreed, 51.52% disagreed) to "Students should be taught more business skills" (45.45% agreed, 22.73% were neutral).

A second major concern was basic education - reading, writing, and mathematics. In the first study 100% of the parents agreed with the statement "All students must learn the basics, such as reading, writing, spelling, and math." In the second study 80% agreed with the statement, "It is most important for students to learn reading, math, and English." In the third study, 95.45% agreed with the statement, "All students must learn the basics - reading, writing, and arithmetic."

This concern was prevalant throughout all the studies. Statements ranged from "English grammar should be stressed" (75.76% agreed) to "Schools should improve their math courses" (40% agreed, 26.67% disagreed) to "There should be more emphasis on math for all students" (54.55% agreed, 28.79% disagreed) to "Vocabulary building should be stressed" (81.82% agreed) to "Every student should be able to read and write when he finishes high school" (98.48% agreed).

A third major concern was the development of self. In the first study 100% agreed with the statement, "Students should learn to understand themselves." In the second study, 80% of the parents agreed with the statement, "High school students should be taught to understand themselves." In the

third study, 80.30% of the parents agreed with the statement, "Students should be taught to understand their own feelings."

Other statements from the three studies relative to the development of self included: "Students should be taught to become individuals" (77.78% agreed); "Students should be taught to think for themselves,"(first study, 94.44% agreed; third study, 95.45% agreed); "Teachers should instill self-confidence in their students" (93.94% agreed).

One area mentioned frequently was the necessity of preparing students to cope with the practical aspects of adult life. In the first study, 83.33% agreed that "A financial course (how to handle money, credit cards, etc.) should be offered." In the second study, 53.33% agreed and 26.67% disagreed with the statement "A course in marriage and family should be taught," with 75.76% agreeing in the third study. In the third study, 84.85% agreed that "Students should take courses which would help them to handle the practical aspects of adult life."

Statements ranged from, "Girls should be trained for marriage and family life" (46.97% agreed; 36.36% were neutral) to "Students should learn about all aspects of being a homeowner and homemaker" (63.64% agreed; 31.87% were neutral) to "Secondary education should devote itself to the fostering of self-management skills" (62.12% agreed).

A fifth area of concern to the parents was the development of social skills. In the first study, "Students should learn to treat everyone equally - like good friends" had 83.33% of the parents agreeing with it. In the second study, 66.67% agreed and 33.33% were neutral that "Students should be taught to get along with everyone." In the third study, 83.33% agreed that "Students should be taught to get along with other people." Other statements ranged from "Students should be taught good manners" (72.72% agreed) to "Students should be taught to be tolerant" (80.30% agreed) to "Students should be taught to work with one another" (98.48% agreed).

The topic mentioned most frequently in all three studies was teachers - many areas concerning teachers, such as training, qualifications and classroom methods. In the first study, 94.22% agreed that "Teachers should communicate better with their students"; 83.33% agreed that "Teachers should take courses in psychology." In the second study, 100% agreed that "Teachers should explain things more clearly and make sure their students understand" (100% in the third study also agreed with this); 93.33% agreed that "Teachers should inspire students to seek knowledge on their own," and 87.88% agreed that "Teacher training should be improved."

The second and third studies elicited several statements concerning the development of civic responsibility. In the second study, 66.67% agreed (26.67% were neutral) with the

statement, "A school's obligation to the community is to graduate good and useful citizens," while 53.33% agreed (26.67% were neutral) with the statement, "Schools should encourage an interest in the community by training students to take an active part in ecology." In the third study, 95.45% agreed that "Students should be taught to respect the rights and property of others," while 92.42% agreed that "Students should be taught to be good responsible citizens" and 89.39% agreed that "Students should be taught about government and politics."

An assessment of the content of the goal statements suggests that parents' goals for secondary education are based on their own personal experiences and those of their children. This assessment is supported by the lack of expressed concern for innovative educational changes. However, it can be concluded that parents definitely do have goals for the education of their children and that those goals can be elicited in an interview.

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TABLE 1

Sequence of Stages for the Three Studies through the Preference Stage

1. Employ interviewers
2. Train interviewers
3. Select respondents
4. Elicitation interview
5. Transcription of interviews
6. Reading of interviews; extraction of goals
7. Reduction of goal statements by
   a. redundancies
   b. category labels
8. Type and print goal statements
9. Assemble sets of goal statements
10. Train interviewers for Preference Stage
11. Preference Stage (Agree, Disagree, Neutral)

TABLE 2

Median Educational Level for Each Albuquerque High School District

School Zone	Predictor[a]	Parents
Albuquerque High	10.57504	10.8
Del Norte	12.78738	12.8
El Dorado	13.27954	13.0
Highland	11.81672	12.85
Manzano	12.52996	12.7
Rio Grande	10.88098	10.5
Sandia	14.03903	13.3
Valley	11.02707	12.0
West Mesa	11.01516	10.7

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[a] A predictor equation correlating educational level with a combination of the aggregate value of the owner's property and the aggregate rent paid. Correlation with actual education was .81.

TABLE 3 Study 1

Frequency of Response by Demographic Characteristics of Parents

	Statement No.	A[a]	D[b]	N[c]	F[d]	F/%[e]	White	Black	Mex. Am.	Men	Women	0-3000[f]	3001 6000	6000 7500
1.	3	72.22		27.78	5	26.32	0	0	5	4	1	1	2	2
2.	4	88.89	11.11		3	15.79	1	1	1	0	3	0	1	2
3.	5	94.44	5.55		7	36.84	2	2	3	3	4	0	2	5
4.	6	83.83	5.55	11.11	4	21.05	1	2	1	2	2	0	1	3
5.	8	88.89	5.55	5.55	4	21.05	3	0	1	0	4	1	1	2
6.	10	88.89		11.11	3	15.79	2	1	0	0	3	0	2	1
7.	11	100.00			4	21.05	2	1	1	2	2	1	1	2
8.	33	66.67	22.22	11.11	3	15.79	2	0	1	0	3	1	0	2
9.	74	94.44	5.55		3	15.79	1	0	2	1	2	1	2	0
10.	76	72.22	11.11	16.67	5	26.32	2	1	2	2	3	0	3	2
11.	77	66.67	11.11	22.22	4	21.05	2	1	1	1	3	0	3	1
12.	78	77.78	16.67	5.55	3	15.79	2	1	0	1	2	0	1	2
13.	82	100.00			4	21.05	0	1	3	3	1	1	3	0
14.	83	100.00			10	52.63	3	3	4	3	7	2	3	5
15.	84	77.78	11.11	11.11	3	15.79	0	0	3	2	1	1	2	0
16.	85	94.44		5.55	4	21.05	2	2	0	1	3	0	1	3
17.	86	83.33	5.55	11.11	3	15.79	1	1	1	1	2	1	1	1
18.	88	77.78	5.55	16.67	4	21.05	1	1	2	1	3	0	2	2
19.	89	72.22		27.78	4	21.05	1	1	2	2	2	0	1	3
20.	90	72.22	11.11	16.67	3	15.79	0	1	2	2	1	0	3	0
21.	91	83.33	5.55	11.11	6	31.58	1	1	4	3	3	0	4	2
22.	92	100.00			4	21.05	2	0	2	1	3	1	2	1
23.	94	100.00			8	42.11	2	1	5	3	5	1	5	2

[a] Percentage of respondents agreeing (N=18)
[b] Percentage of respondents disagreeing (N=18)
[c] Percentage of respondents remaining neutral (N=18)
[d] Number of respondents who originally said the goal
[e] Percentage of respondents saying the goals (N=19)
[f] Annual family income

LIST OF STATEMENTS

3. Schools should be less crowded so split-shifts are not necessary.
4. More time should be spent in class and study.
5. Schooling should match the needs and interests of the students.
6. Schools need to have more specific rules in discipline.
8. Parents should be contacted about discipline problems.
10. Parents should be told about a discipline problem so they can handle it.
11. Students should be taught to get along with everyone.
33. Sex education should be taught.
74. Students should learn respect for older persons.
76. There should be a wider variety of academic courses such as art and music.
77. Courses should be taught in all aspects of homemaking.
78. Students should be trained to live in a changing world.
82. Students should learn office skills and typing.
83. All students must learn the basics, such as reading, writing, spelling, and math.
84. Mexican-American students should learn to read and write spanish.
85. Students should be given the opportunity to participate in a work-study program.
86. Students should learn about dress and personal appearance.
88. A wide variety of sports should be taught so all students can participate.
89. A variety of extra-curricular activities should be offered.
90. More and better athletic facilities, such as swimming pools, should be given.
91. College preparatory courses should be taught.
92. Students should learn a trade.
94. Schools should offer better vocational training.

TABLE 4 Study 2

Frequency of Response by Demographic Characteristics of Parents

	Statement No.	A[a]	D[b]	N[c]	F[d]	F/½[e]	White	Black	Mex. Am.	High Ed.	Low Ed.	Men	Women	0-3000[f]	3001 6000	6001 7500	25-35	36-44	45-55	56 +
1.	8	66.67	6.67	26.67	4	20.00	1	1	2	3	1	1	3	0	1	3	0	1	2	1
2.	9	40.00	26.67	33.33	3	15.00	0	0	3	3	0	3	0	0	0	3	1	2	0	0
3.	10	100.00			7	35.00	1	1	5	2	5	2	5	2	0	5	0	5	1	1
4.	11	73.33	13.33	13.33	3	15.00	1	1	1	2	1	1	2	0	1	2	1	1	1	0
5.	18	73.33	6.67	20.00	4	20.00	0	0	4	2	2	1	3	0	0	4	0	3	0	1
6.	26	86.67	13.33		5	25.00	3	1	4	4	1	2	3	1	0	4	0	5	0	0
7.	37	86.67		13.33	3	15.00	0	1	2	2	1	1	2	0	1	2	0	2	1	0
8.	60	80.00		20.00	3	15.00	1	0	2	3	0	3	0	0	0	3	0	3	0	0
9.	62	53.33	20.00	26.67	5	25.00	1	1	3	4	1	2	3	0	1	4	0	4	1	0
10.	63	86.87		13.33	4	20.00	0	2	2	3	1	1	3	2	1	1	0	2	2	0
11.	71	80.00	13.33	6.67	5	25.00	1	0	4	2	3	0	5	1	0	4	1	4	0	0
12.	77	66.67	6.67	26.67	3	15.00	1	0	2	3	0	2	1	0	0	3	0	2	0	1
13.	79	80.00	6.67	13.33	6	30.00	2	1	3	4	2	1	5	1	0	5	0	5	0	1
14.	85	80.00	6.67	13.33	3	15.00	1	1	1	1	2	0	3	0	1	2	0	2	1	0
15.	90	80.00		20.00	6	30.00	3	1	2	4	2	3	3	0	1	5	1	3	1	2
16.	91	100.00			3	15.00	0	1	2	2	1	0	3	1	0	2	0	3	0	0
17.	92	33.33	46.67	20.00	3	15.00	1	0	2	1	2	1	2	1	0	2	0	1	1	1
18.	105	93.33		6.67	4	20.00	0	1	3	3	1	2	2	0	1	3	0	3	1	0
19.	109	66.67	6.67	26.67	4	20.00	2	0	2	2	2	3	1	0	0	4	0	3	0	1
20.	110	46.67	26.67	26.67	3	15.00	2	0	1	3	0	2	1	0	0	3	0	3	0	0
21.	114	80.00	13.33	6.67	6	30.00	3	1	2	4	2	1	5	0	1	5	0	5	1	0
22.	115	66.67	6.67	26.67	3	15.00	2	0	1	0	3	1	2	0	0	3	0	3	0	0
23.	117	80.00	6.67	13.33	7	35.00	2	2	3	5	2	1	6	1	1	5	0	5	2	0
24.	125	66.67	20.00	13.33	7	35.00	1	1	5	6	1	2	5	1	0	6	1	5	1	0
25.	139	86.67	6.67	6.67	3	15.00	0	2	1	3	0	1	2	1	1	1	1	1	1	0
26.	170	33.33	6.67	60.00	6	30.00	2	1	3	4	2	3	3	1	0	5	0	5	0	1
27.	172	73.33	6.67	20.00	6	30.00	2	1	3	5	1	3	3	0	1	5	0	6	0	0
28.	175	93.33		6.67	4	20.00	3	0	1	4	0	1	3	0	0	4	0	4	0	0
29.	180	86.67		13.33	3	15.00	1	1	1	1	2	0	3	1	0	2	0	3	0	0
30.	206	53.33	26.67	20.00	7	35.00	4	1	2	4	3	2	5	1	0	6	1	6	0	0
31.	210	53.33	20.00	26.67	3	15.00	0	2	1	3	0	1	2	1	1	1	1	1	1	0

	Statement No.	A[a]	D[b]	N[c]	F[d]	F/%[e]	White	Black	Mex. Am.	High Ed.	Low Ed.	Men	Women	0-[f] 3000	3001 6000	6001 7500	25-35	36-44	45-55	56 +
32.	211	66.67	13.33	20.00	9	45.00	3	2	4	5	4	2	7	1	1	7	0	7	1	1
33.	212	66.67	20.00	13.33	3	15.00	2	0	1	2	1	0	3	0	0	3	0	3	0	0
34.	216	60.00	13.33	26.67	4	20.00	1	1	2	4	0	2	2	0	1	3	0	2	2	0
35.	223	73.33		26.67	4	20.00	2	1	1	3	1	1	3	0	1	3	0	3	1	0
36.	225	93.33		6.67	3	15.00	3	0	0	2	1	1	2	0	0	3	0	3	0	0
37.	226	33.33	33.33	33.33	3	15.00	1	1	1	2	1	1	2	0	1	2	0	1	1	1
38.	227	53.33	6.67	40.00	3	15.00	1	1	1	2	1	1	2	0	1	2	0	3	0	0

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[a] Percentage of respondents agreeing (N=15)

[b] Percentage of respondents disagreeing (N=15)

[c] Percentage of respondents remaining neutral (N=15)

[d] Number of respondents who originally said the goal

[e] Percentage of respondents saying the goals (N=20)

[f] Annual family income

LIST OF STATEMENTS

8. Interest in a subject is important for learning it.
9. The school affects the whole community; so, everyone should be involved with the school.
10. Parents should be informed by the school of any kind of problems involving their child's behavior or scholarship.
11. The teacher should not be expected to do everything by the parents.
18. Students should have the opportunity to become bi-lingual.
26. There should be more and better counselors so they can get to know their students better.
37. Teachers should be flexible enough to understand that each child is an individual and that no two children function alike.
60. A good vocational orientation program at the beginning of high school should be presented. Films could be used to demonstrate the training, the length of time needed to become a professional, the job opportunities in all kinds of professions and trades.
62. No restrictions other than fairness to the student should be placed on the educator when disciplining.
63. Absences should be reported to the parents immediately.
71. Rules and regulations should govern conduct and dress of the student.
77. A school's obligation to the community is to graduate good and useful citizens who have been prepared to earn a living.
79. Parents and teachers should be able to communicate about anything.
85. Students should be praised for what they do right.
90. Schools should offer such a variety of courses that the student can take anything of interest or need.
91. Teachers should explain things more clearly and make sure their students understand.
92. School fullfills its sole purpose when it teaches.
105. Schools should guide students toward the goals and courses in which they show an interest.
109. Students should go into a chosen field and be trained on the job at least one day a week.
110. High schools should have a closed campus.
114. There should be more teachers so there will be fewer students per teacher.
115. Schools should keep parents informed by a monthly newsletter.
117. It is most important for students to learn reading, math, and English.
125. High schools should offer all kinds of vocational training for boys and girls.
139. Students should learn discipline at home.
170. Everyone should learn how to type.
172. High schools should train students for employment after graduation so he can get a good job immediately.
175. There should be good office work and business courses offered.
180. Teachers should care whether or not their students learn.
206. High school should offer all courses needed for admission to any college in the USA.
210. Math and science courses are necessary to teach the student to think, remember, reason, and study.

211. Teachers should give more time to each student.
212. Teachers should have more authority and should handle discipline situations themselves.
216. Parents, as a part of the community, should be involved with the school.
223. Schools should offer night courses for adults who haven't completed their high school education.
225. Counselors must be interested in their students.
226. Cafeteria prices should be lower for the amount of food served.
227. Schools should have TVI classes in the evening with TVI teachers - this serves both parents and students.

TABLE 5 Study 3

Frequency of Response by Demographic Characteristics of Parents

	Statement No.	a A	b D	c N	d F	e F/N	White	Black	Mex. Am.	High Ed.	Low Ed.	Men	Women	f 0-3000	3001 6000	6001 7500	7501 10000	10001 15000	15001 +	25-35	36-44	45-55	56 +
1.	6	92.42		7.58	7	8.64	6	0	1	3	4	1	6	0	1	1	2	1	2	2	4	1	0
2.	7	89.39	3.03	7.58	17	20.99	13	0	4	9	8	3	14	0	1	3	1	4	8	1	11	5	0
3.	8	75.76	9.09	15.15	6	7.41	6	0	0	4	2	0	6	0	1	0	1	2	2	0	4	2	0
4.	12	65.15	18.18	16.67	6	7.41	6	0	0	6	0	1	5	0	0	0	0	2	4	0	3	3	0
5.	29	95.45		4.55	7	8.64	7	0	0	7	0	2	5	0	0	1	0	1	5	2	3	2	0
6.	33	95.45	1.52	3.03	15	18.52	12	0	3	9	6	0	15	1	2	0	2	3	7	2	11	2	0
7.	39	69.70	6.06	24.24	5	6.17	5	1	0	5	0	3	2	0	1	1	0	1	2	1	3	1	0
8.	40	81.82	4.55	13.64	7	8.64	5	0	1	4	3	0	7	0	0	0	1	1	5	2	3	2	0
9.	42	96.97		3.03	13	16.05	11	0	2	9	4	4	9	0	1	1	1	4	6	1	7	5	0
10.	48	83.33	3.03	13.64	9	11.11	7	0	2	6	3	4	5	0	1	1	1	3	3	2	2	4	1
11.	52	36.36	25.76	37.88	11	13.58	7	0	4	6	5	0	11	0	3	1	0	4	3	0	6	5	0
12.	57	86.36	7.58	6.06	6	7.41	5	0	1	4	2	2	4	0	1	0	0	2	3	1	3	2	0
13.	63	54.55	9.09	36.36	9	11.11	7	0	2	2	7	1	8	0	0	1	2	3	3	1	7	1	0
14.	68	75.76	7.58	16.67	9	11.11	6	0	3	4	5	1	8	0	2	0	0	2	5	1	5	3	0
15.	74	84.85	6.06	9.09	5	6.17	3	0	2	4	1	1	4	0	0	0	0	1	4	2	2	1	0
16.	78	69.70	15.15	15.15	6	7.41	5	0	1	3	3	2	4	0	0	1	0	3	2	0	5	1	0
17.	83	56.06	7.58	36.36	5	6.17	5	0	0	3	2	1	4	0	0	1	0	2	2	1	1	3	0
18.	84	48.48	9.09	42.42	12	14.81	7	1	4	5	7	5	7	0	3	2	2	1	4	2	5	5	0
19.	86	83.33	1.52	15.15	7	8.64	5	0	2	4	3	0	7	0	2	1	1	1	2	3	4	0	0
20.	94	87.88	4.55	7.58	7	8.64	6	0	1	3	4	2	5	0	0	1	0	2	4	2	3	2	0
21.	97	96.97		3.03	6	7.41	6	0	0	4	2	1	5	0	0	0	1	2	3	1	4	1	0
22.	100	96.97	1.52	1.52	5	6.17	3	0	2	3	2	1	4	0	2	0	0	2	1	0	4	1	0
23.	101	93.94	3.03	3.03	9	11.11	6	0	3	8	1	2	7	0	1	2	0	1	5	1	6	2	0
24.	108	72.72	3.03	24.24	6	7.41	5	0	1	5	1	2	4	0	0	1	0	2	3	1	3	1	0
25.	109	63.64	10.61	25.76	5	6.17	4	0	1	4	1	1	4	0	1	0	0	1	3	1	3	1	0
26.	114	69.70	7.58	22.73	11	13.58	8	0	3	5	6	6	5	0	0	1	3	2	5	2	4	5	0
27.	120	50.00	19.70	30.30	10	12.35	6	0	4	7	3	1	9	0	1	0	0	6	3	1	6	3	0
28.	133	72.72	7.58	19.70	8	9.88	6	0	2	3	5	1	7	0	2	0	2	3	1	0	5	3	0
29.	139	95.45		4.55	6	7.41	4	0	2	3	3	1	5	0	0	0	2	0	4	2	2	2	0
30.	149	90.90	1.52	7.58	8	9.88	6	1	1	4	4	1	7	0	3	0	0	2	3	1	2	5	0

	Statement No.	A[a]	D[b]	N[c]	F[d]	F/%[e]	White	Black	Mex. Am.	High Ed.	Low Ed.	Men	Women	0-[f] 3000	3001 6000	6001 7500	7501 10000	10001 15000	15001 +	25-35	36-44	45-55	56 +
31.	158	86.36	3.03	10.61	7	8.64	5	0	2	4	3	3	4	0	0	1	2	1	3	0	4	3	0
32.	164	65.15	10.61	24.24	5	6.17	4	0	1	2	3	3	2	0	0	1	0	2	2	1	3	1	0
33.	170	43.94	25.76	30.30	17	20.99	12	1	4	6	11	4	13	0	3	2	3	3	6	5	6	5	1
34.	178	77.27	4.55	18.18	9	11.11	9	0	0	5	4	4	5	0	0	0	1	2	6	0	5	4	0
35.	180	96.97	1.52	1.52	12	14.81	12	0	0	7	5	3	9	0	1	3	1	2	5	3	5	4	0
36.	184	57.88	18.18	24.24	5	6.17	3	0	2	2	3	0	5	0	1	1	0	1	2	1	3	1	0
37.	185	77.27	6.06	1.52	5	6.17	4	0	1	2	3	1	4	0	0	0	0	1	4	0	4	1	0
38.	189	90.90	4.55	4.55	7	8.64	6	0	1	4	3	1	6	0	0	0	0	1	6	1	4	2	0
39.	192	93.94		6.06	12	14.81	10	0	2	8	4	6	6	0	2	1	0	5	4	1	5	6	0
40.	276	95.45	1.52	3.03	12	14.81	9	0	3	6	6	4	8	0	1	2	1	3	5	7	5	0	0
41.	315	90.90		9.09	6	7.41	5	0	1	4	2	2	4	0	0	0	0	3	3	1	5	0	0
42.	319	80.30	7.58	12.12	6	7.41	5	0	1	4	2	0	6	1	1	1	0	1	2	1	3	2	0
43.	333	71.21	10.61	18.18	5	6.17	5	0	0	4	1	0	5	0	1	0	0	0	4	0	2	3	0
44.	337	83.33	3.03	13.64	9	11.11	5	0	4	5	4	1	8	0	1	1	0	4	3	1	5	3	0
45.	349	93.94	1.52	4.55	11	13.58	7	0	4	8	3	1	10	0	1	2	1	3	4	2	8	1	0
46.	350	69.70	4.55	25.76	5	6.17	3	0	2	3	2	2	3	0	0	0	2	0	3	3	0	2	0
47.	351	75.76	3.03	21.21	8	9.88	6	0	2	5	3	1	7	1	1	1	1	2	2	1	4	3	0
48.	353	60.60	4.55	34.85	15	18.52	11	0	4	5	10	3	12	1	3	0	1	4	6	1	6	8	0
49.	354	83.33	3.03	13.64	8	9.88	7	0	1	8	0	1	7	0	1	0	0	2	5	2	1	5	0
50.	357	100.00			8	9.88	5	0	3	4	4	0	8	1	0	0	2	4	1	2	4	2	0
51.	359	75.76	10.61	13.64	7	8.64	7	0	0	5	2	1	6	0	1	1	0	2	3	1	4	2	0
52.	364	48.48	10.61	40.91	6	7.41	6	0	0	6	0	2	4	0	0	0	0	1	5	1	4	1	0
53.	370	68.18	22.73	9.09	7	8.64	5	0	2	4	3	3	4	0	1	0	0	2	4	0	3	4	0
54.	371	63.64	15.15	21.21	11	13.58	9	0	2	6	5	3	8	0	2	0	1	4	4	1	5	5	0
55.	374	27.27	54.55	18.18	14	17.28	6	0	2	7	7	1	13	1	2	0	1	4	6	2	5	7	0
56.	377	30.30	31.82	37.88	8	9.88	5	0	2	6	2	3	5	0	0	0	0	4	4	1	5	2	0
57.	379	78.79	6.06	15.15	5	6.17	5	0	0	4	1	0	5	0	2	0	0	2	1	0	1	4	0
58.	380	4.55	92.42	3.03	6	7.41	5	0	1	6	0	2	4	0	2	0	0	1	3	1	3	2	0
59.	382	54.55	25.76	19.70	5	6.17	5	0	0	1	4	1	4	0	0	0	1	1	3	1	3	1	0
60.	385	68.18	13.64	18.18	19	23.46	13	0	6	10	9	5	14	0	2	0	4	2	11	5	9	4	1
61.	387	81.82	4.55	13.64	11	13.58	8	0	3	5	6	2	9	0	2	1	1	3	4	1	7	3	0
62.	395	62.12	7.58	30.30	9	11.11	5	0	4	3	6	0	9	1	2	0	1	2	3	1	7	1	0
63.	396	86.36	1.52	12.12	16	19.75	13	0	3	8	8	4	12	0	2	1	3	3	7	1	7	6	2
64.	397	84.85		15.15	8	9.88	6	1	1	4	4	0	8	1	0	1	1	0	5	0	5	3	0
65.	399	77.27	9.09	13.64	5	6.17	4	0	1	3	2	2	3	0	0	1	0	2	2	1	1	3	0

	Statement No.	A[a]	D[b]	N[c]	F[d]	F/%[e]	White	Black	Mex. Am.	High Ed.	Low Ed.	Men	Women	0-3000[f]	3001 6000	6001 7500	7501 10000	10001 15000	15001 +	25-35	36-44	45-55	56 +
66.	401	54.55	16.67	28.79	5	6.17	5	0	0	5	0	0	5	0	0	0	0	0	5	0	3	2	0
67.	403	92.42	1.52	6.06	9	11.11	8	0	1	4	5	3	6	0	0	1	2	3	3	0	7	2	0
68.	405	87.88		12.12	6	7.41	5	0	1	3	3	1	5	0	0	0	0	3	3	1	3	2	0
69.	407	83.33	3.03	13.64	6	7.41	5	0	1	3	3	2	4	0	0	1	0	3	2	0	6	0	0
70.	410	31.82	22.73	45.45	11	13.58	9	0	2	9	2	3	8	0	0	2	0	2	7	5	3	3	0
71.	411	66.67	12.12	21.21	16	19.75	11	0	5	8	8	2	14	1	2	3	0	2	8	4	8	4	0

[a] Percentage of respondents agreeing (N=66)
[b] Percentage of respondents disagreeing (N=66)
[c] Percentage of respondents remaining neutral (N=66)
[d] Number of respondents who originally said the goal
[e] Percentage of respondents saying the goals (N=81)
[f] Annual family income

LIST OF STATEMENTS

6. Students should be taught to be good responsible citizens.
7. Students should be able to get on-the-job training.
8. Students should be involved in community activity to insure that they will become aware of their responsibility to the community.
12. Every student should take life enrichment courses such as art, music, drama, etc.
29. Students should be taught that they are responsible for their actions and that they must accept the consequences for them.
33. All students must learn the basics - reading, writing, and arithmetic.
39. Students should be encouraged to appreciate music.
40. More time should be spent in teaching students to read.
42. Students should be offered the choice of education they want - college prep or vocational training.
48. Students should be taught to get along with other people.
52. All students should take typing.
57. Students should be taught how to express themselves in writing.
63. Students should study a foreign language.
68. Students should learn about marriage and family living.
74. Students should have the opportunity to take basic courses in Psychology.
78. Any student should be allowed to join any sports activity.
83. Students should take public speaking.
84. Students should take more English.
86. Students should be taught to understand themselves.
94. Students should be taught to respect teachers.
97. Students should be helped to discover their abilities.
100. Students should be taught how to study.
101. Business people should cooperate with the schools in order to give students the opportunity to see business in action.
108. Students should be exposed to classified and contemporary literature.
109. Science programs should be stressed.
114. Complete athletic and sports programs should be offered.
120. Students should take Home Ec. as a preparation for life.
133. All students should be required to take History.
139. College-bound students should receive an adequate foundation for entering college.
149. Special education should be continued through high school.
158. Students should be allowed to try out different career courses to find out where their interests lie.
164. More time should be given to the study of spelling.
170. Students should be given more homework.

178. There should be such a variety of extra-curricular activities that every student can participate in something of interest to him/her.
180. Students should be able to get a well-rounded education.
184. Extra-curricular activities should be used as a means to keep students interested in school.
185. The educational system should meet the needs of the students.
189. Guidance should be provided to help students decide what they want to do with their life.
192. Teachers should instill self-confidence in their students.
276. Discipline problems should be handled with the student, the parents, and the teachers as soon as they arise.
315. Teachers should make learning a challenge.
319. Teachers should be impartial to all students.
333. There should be more open houses to provide the opportunity for more parent-teacher interaction.
337. All kinds of audio-visual aids should be available for classroom use.
349. Teachers should get to know a student for himself.
350. More up-to-date methods of teaching should be used.
351. There should be more teachers.
353. Cafeteria food should be improved.
354. Tenure should depend on a periodic evaluation of the teachers.
357. Teachers should explain assignments clearly and fully.
359. Teachers should be available to students after class hours.
364. Teachers should demand more of their students.
370. Students should play an active part in decision-making which concerns school policy.
371. Teachers should be paid more.
374. Students should attend school for a full 8-hour day.
377. Schools should be in session the entire year with staggered vacations for teachers and students.
379. Study periods should be held during school hours.
380. The school should be considered as a means of keeping the students off their parents'hands.
382. The campus should be closed.
385. Discipline should be stricter.
387. Parents should become more involved in school activities.
395. Teachers should be stricter.
396. Teachers should have the authority to discipline the students.
397. There should be more supervision of the students in the schools and on the grounds.
399. Smoking restrictions should be made and enforced.
401. The principal should back up the teachers.
403. Parents should be responsible for their children's activities.
405. There should be a regular newsletter to the parents to keep them informed of school activities.
407. Night classes for adults should be offered.
410. High schools should take the lead in community affairs.
411. There should be more parent-teacher conferences.

APPENDIX I

City of Albuquerque

Albuquerque has a population of approximately 300,000; 60% are white, 35% are Spanish speaking or have a Spanish surname, 2% are black, and 2% are Indian. The median education level for the city is 12.5 years, with 34% having completed four years of high school. The median family income is $9,000; median income for Mexican-Americans is $6,800. Thirteen percent of the families in the city have an income below poverty level; 23% of the Mexican-Americans have a family income below the poverty level. Twenty percent of the families in the city have an income over $15,000. Major occupations in the city, by percentage employed, are: trade, educational services, public administration, manufacturing, and transportation, communication, and public utilities.

Footnotes

1. The National Institute of Education Request for Proposal developed a first design for the research (Hill, 1973). Since that time, the design has undergone extensive evolution. The present proposed design is the result of such close collaboration that no individual contribution can be cited. Contributors include Paul Hill and Carlyle Maw (NIE), Leonard Smith and Andrew J. Joniak (HDC), and Peggy J. Blackwell (UNM). This paper, however, does include statements and opinions for which the authors are solely responsible.

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